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The purposes of this report were to determine the qualifications of occupational educational administrators and to evaluate the relationship between the stated requirements and the actual backgrounds of those holding the position. The sample included 62 institutions, representing 24 states, that had been in operation five years or less and offered a minimum of five occupational programs. A questionnaire, focusing on the occupational experience, educational administrative experience, educational teaching experience, and formal education of the college's occupational educational administrator, was mailed to each institution; results were based on the 47 usable returns. A summary of the responses to the questionnaire, as well as a listing of the stated desirable background requirements pertinent to the study, were provided. A comparison of stated requirements with actual backgrounds showed the administrators were weakest in the areas of meaningful occupational and vocational teaching experience. In general, however, it was concluded that the actual backgrounds of occupational administrators at the new 2-year colleges compared favorably with the experiences that were stated to be desirable. (MB)

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BACKGROUND CHARACTERISTICS OF OCCUPATIONAL EDUCATION DIRECTORS IN NEW TWO-YEAR COLLEGES

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LOS ANGELES

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CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

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With community colleges opening up at the rate of one a week, the crucial problem of supply of educational leadership becomes paramount. Perhaps, the most significant challenge facing the country's two-year colleges is the need for qualified leaders in the broad area of occupational education. It is well known that about one third of the students in community colleges transfer to four-year institutions at the end of the sophomore year. The important aspect is that two thirds of students enrolled are committed to programs in occupational curriculum which will prepare them directly for the world of work. Thus, occupational education has become a major function of the comprehensive community college. What are the qualifications of occupational educational administrators? How do the stated background requirements for administrators square with the actual background requirements. These are the questions this survey focused upon and includes a summary of leaders: 1) occupational experience; 2) educational administrative experience; 3) educational teaching experience and 4) formal education.

METHOD

The sample for this survey was taken from the seventh edition (1967-68) of American Junior Colleges and included only the 168 institutions that have been added since the sixth edition (1964-65). The sample was further delimited to include only the 62 institutions shown as having a minimum of five or more occupational programs.

A brief one page questionnaire and cover letter with a stamped return envelope (see Appendix [illegible]) was developed and mailed to the 62 institutions which met the above criteria.

It was assumed that this sample would include only new institutions, i.e., five years of operation, or less, and institutions most likely to have an administrator assigned the responsibility of directing the occupational education phase of the institution offerings.

Twenty-four states were represented in the sample of 62 institutions.

Returns during the three weeks after mailing to the cut-off date totaled 50 responses or slightly over an 80 percent return.

Three of the returns were not used as they were not satisfactorily completed leaving a total of 47 usable returns.

No follow-up of non-respondents was made as the 80 percent return was felt to be adequate for the purposes of this descriptive study.

The raw data (see Appendix B) was grouped, tabulated, and converted into percentages for purposes of reporting.

FINDINGS OF THE QUESTIONNAIRE

Personal characteristics (see Table 1). Of the 47 useable returns, 44 respondents were male and three were female.

The age of the respondent upon accepting his present position was determined by substracting item 8: "How long have you held your present position?" from the age indicated on item 1. Fifty-two percent of the respondents were between the ages of 36 and 45 when they accepted their present positions (Table 1).

TABLE 1

ITEM 1. AGE OF OCCUPATIONAL EDUCATION DIRECTORS UPON ACCEPTING HIS PRESENT POSITION, N = 35

Age	31-35	36-40	41-45	46-50	51-55	56-60
Number	6	8	10	5	5	1
Percentage	17	23	29	14	14	3

Occupational experience. (See table 2). Although the occupational experiences of the respondents were varied the experiences were categorized into three broad areas of work, i.e., industrial, business, and agriculture. Those who had experiences in more than one field were placed into a "two or more" group, and those without outside occupational experience into a "none"classification. Industrial occupations included the largest number of respondents accounting for

40 percent of all respondents. It is noteworthy that 19 percent of all respondents had no work experience outside the field of education. Of those with (outside) work experience the mean number of years worked was 7.1 years and the mode was five years.

TABLE 2

ITEM 2: OCCUPATIONAL EXPERIENCE OUTSIDE THE FIELD OF EDUCATION, N = 47

Experience (Years)	Industrial	Business	Agricultural	Two or More	None
0	--	--	--	--	9
1-3	6	2	2	--	--
4-6	8	2	1	5	--
7-9	2	2	--	1	--
10-12	1	3	--	3	--
13-15	2		--	1	--
Over	--	--	--	--	--
TOTAL	19	9	4	6	9
PERCENTAGE	40	19	9	13	19

Educational administrative experience. (see Table 3). Eighty-five percent of the respondents had some administrative experience in a school setting and 26 percent had administrative experience in two or more types of educational institutions. Of those with educational administrative experience the mean number of years in the area was 7.8 years. Administrative experience in the two-year college and secondary education

account for 40 percent of those with educational administrative experience. The number of years of experience was bi-modal, two and three years.

TABLE 3

ITEM 3: ADMINISTRATIVE EXPERIENCE IN THE FIELD OF EDUCATION, N = 47

Experience (Years)	Elementary	Secondary	2-yr. College	University	Other	2 or More	None
0	-	-	-	-	-	-	7
1-3	1	3	3	2	1	2	-
4-6	-	5	2	-	2	2	-
7-9	1	1	2	-	-	-	-
10-12	-	-	2	-	-	3	-
13-15	-	-	-	-	1	-	-
Over	-	-	1	1	-	5	-
TOTAL	2	9	10	3	4	12	7
PERCENTAGE	4	19	21	6	9	26	15

Teaching experience. (see Table 4). As a group the respondences had a mean of 11.1 years of teaching experience. Sixty percent of the respondents had teaching experience that was occupationally oriented. Only four percent had no teaching experience prior to assuming the position they now hold. The distribution was bi-modal, six and ten years, as to the number of years of teaching experience.

TABLE 4

ITEM 4: EDUCATIONAL TEACHING EXPERIENCE, N = 47

Teaching Experience (Years)	Occupational Orientation	Non-Occupational Orientation	Both	None
0	-	-	-	2
1-5	4	-	-	-
6-10	13	6	-	-
11-15	3	7	-	-
16-20	8	-	-	-
21-25	-	2	1	-
Over	-	-	1	-
TOTAL	28	15	2	2
PERCENTAGE	60	32	4	4

Formal education. (see Table 5). Over one-half (55 percent) of the respondents had a masters degree plus additional hours.

The major fields were quite diverse (see Appendix C), but business and business education accounted for 13 undergraduate degrees, industrial education and industrial arts, 10 degrees, and science education, five degrees.

At the masters level majors in educational administration accounted for 13 degrees, business education six degrees, industrial education six degrees, and guidance and counseling five degrees.

Majors at the doctoral level included nine in educational administration, six in vocational education, and five in higher education.

Hours completed above the last degree indicated an interest in vocational education, guidance and counseling, and educational administration.

TABLE 5

ITEM: FORMAL EDUCATION COMPLETED PRIOR TO PRESENT POSITION, N = 47

	Bachelors	Bachelors + hours	Masters	Masters +hours*	Doctor-ate	Doctor-ate + hours*
TOTAL	1	-	8	26	9	3
PERCENT-AGE	2	-	17	55	19	7

*Range of hours above last degree = 6 - 176 hours

*Mean of hours above last degree = 44 hours

Type of position held prior to present position. (see Tables 6 & 7). Most (57 percent) of the respondents were in some type of educational administrative position prior to accepting their present responsibility.

Over one-half (51 percent) were employed in a two-year college prior to accepting their present position.

TABLE 6

ITEM 6: POSITION HELD PRIOR TO PRESENT POSITION, N = 47

Type of Institution	Type of Position		
	Administration	Dept. Head & or Instructor	Other
Elementary Schools	2	-	-
Secondary Schools	8	3	-
2 Yr. Colleges	12	11	-
4 Yr. Colleges	1	3	-
U.S.O.E. or State Sup.	4	-	-
Other	-	-	3
TOTAL	27	17	3*
PERCENTAGE	57	36	7

*Graduate Student, Occupational Therapist & Counselor

TABLE 7

ITEM 6: TYPE OF INSTITUTIONAL ASSOCIATION PRIOR TO PRESENT POSITION, N = 47

	Secondary School	Two-Year College	Four-Year College	Other*
TOTAL	11	24	4	8
PERCENTAGE	23	51	9	17

*USOE, State Supervisor, Elementary School, Student, Hospital.

Methods of locating positions. (see Table 8). Most (34 percent) of the respondents were contacted by someone representing the institution, usually the president, but 30 percent made their own contacts in applying for the position.

TABLE 8

ITEM 7: METHODS OF LOCATING POSITIONS, N = 47

	Contacted BY Institution	Personal Inquiry	Employed By Institution	Institution Advertising	Placement Bureau
TOTAL	16	14	11	4	2
PERCENT-AGE	34	30	23	9	4

Frequency and distance of moving to accept position. (see Table 9) Sixty-two percent of the respondents moved to accept their present position. The range in miles moved was from 15 to 3400 and the average move was 504 miles. Of those who moved, 41 percent moved between 101 - 500 miles and 18 percent moved over 1,000 miles.

TABLE 9

ITEM 9: FREQUENCY AND DISTANCE OF MOVING TO ACCEPT POSITION, N = 47

	Non-Movers	1-100 (Miles)	101-500 (Miles)	501-1000 (Miles)	1001-up (Miles)
TOTAL	18	9	12	3	5
PERCENTAGE	38	19	26	6	11

Beginning salary. (see Table 10). The beginning salaries were fairly evenly spread between a wide range of $8,000 to $18,000.

TABLE 10

ITEM 10: BEGINNING SALARY FOR THE POSITION, N = 47

Dollars (Thousands)	8-10	10-12	12-14	14-16	16-18	Up
TOTAL	7	9	11	9	10	1
PERCENTAGE	15	19	24	19	21	2

STATED BACKGROUND REQUIREMENTS OF OCCUPATIONAL EDUCATION DIRECTORS IN THE TWO YEAR COLLEGE

Duties of directors. Marvin R. Fielding[1] in his doctoral study of directors of vocational-technical education in 1966 found the administrative duties most frequently performed by directors were: (1) working with advisory committees, (2) maintaining contacts with business and industry, (3) serving as a consultant in the development of course and program objectives, (4) assisting in the recruitment of teachers, (5) speaking to lay or professional groups, (6) orienting new teachers, and (7) evaluating outcomes of instructional programs.

A study by Pierce[2] indicated the duties performed most frequently by second administrative officials were: (1) assisting and advising chief administrative official, (2) supervision of the curriculum, (3) supervision of class schedule, (4) supervision of all teaching, (5) responsibility for admission standards, and (6) supervision of all matters relating to student registration.

Background requirements. An examination of the above duties of those charged with the responsibility of directing the occupational education program in the two-year college might lead one to conclude that proficiency in the areas of educational administration, personnel development, public relations, curriculum development and evaluation, occupational education, and labor economics would all assist in development and operation of the occupational program.

Fielding[1] concluded from his study that:

> Persons preparing for this position should acquire an appropriate occupational background, including work experience in business or industry, directly related to an area in the vocational-technical curriculum if possible.
>
> An appropriate educational background for a director would include: an under-graduate major in either industrial education, engineering, or vocational-technical education; a graduate major in educational administration and supervision, industrial education, or vocational-technical education, with a concentration of graduate credit in vocational-technical education.
>
> An appropriate professional background for a director would include: teaching experience on either the secondary or college level in one of the areas in the vocational-technical curriculum. Both administrative and teaching experience on the junior college level are desirable.

More specifically, John C. Corfias, Dean of the occupational education program at Cuyahoga Community College, Parma, Ohio, was interviewed relative to written requirements for the deanship at that two-year college. General requirements for the deanship at Cuyahoga Community College are:

1. The earned doctorate.
2. Baccalaureate and/or masters degree earned in an appropriate discipline.
3. A background of excellence in teaching, preferably, at the community college or four-year college and university level.
4. Administrative experience at the community college and/or four-year college and university level - to include experience in the areas of curriculum development and faculty supervision.

A bulletin from AVA indicates that regardless of the administrative pattern in the two-year college there should be a professionally trained and experienced specialist as director of the vocational-technical education program. The occupational education director must not only be a good school administrator, but he must know thoroughly the goals and methods in the various fields of vocational-technical education.[3]

Norman Harris states that:

> It is of the utmost importance that the occupational education program be provided with the same high quality leadership which is given to the transfer program. The dean in charge of occupational education should be at the same level of administration as the dean in charge of the academic (transfer) program.[4]

A summary listing of the stated desirable background requirements in the areas of concern to this study include:

1. Occupational experience outside the field of education that would: aid the director in working with advisory committees; maintaining productive contacts with business and industry; and developing realistic course and program objectives.
2. Teaching experience in vocational-technical education at the secondary or post-secondary levels to assist in understanding: the evolvement and philosophy of occupational education; the students needs; program weaknesses and strengths; and a pragmetic approach as

to what can be accomplished in the occupational education classroom setting.

3. Educational administrative experience to assist the director in: advising the chief administrative official; supervising the curriculum, class schedules, teaching, and student registration; and developing the organizational structure.

4. Formal education. A bachelors degree in an academic area, a masters degree plus hours in a area directly related to the position,e.g., educational administration, vocational education, etc., and preferably a doctorate, all of which should provide the director with a background useful in dealing with all of the areas of responsibility previously listed. The amount of formal education attained by the director might also contribute to the status of the occupational education program in the eyes of the college administration, college faculty, students, and those in the community who are needed for support.

COMPARISON OF STATED BACKGROUND REQUIREMENTS FOR OCCUPATIONAL EDUCATION DIRECTORS WITH ACTUAL BACKGROUNDS OF RESPONDENTS

Occupational experience. Occupational experience outside the field of education is generally stated to be a background requirement and 81 percent of the respondents had occupational experience of some type. This stated background requirement was waived for 19 percent of the respondents.

Educational administrative experience. The position of director of the occupational education is normally considered to be an upper level administrative position as he reports directly to the chief administrative officer. Therefore, it is desirable to have administrative experience in the directors background. Eighty-five percent of the respondents reported prior educational administrative experience and twenty-one percent of these reported such experience in the two-year college setting.

Teaching experience. Ninty-two percent of the respondents reported prior teaching experience, and sixty percent met the stated requirement that the teaching experience be in occupationally oriented courses.

Formal education. The largest group of respondents (55 percent) had attained a masters degree plus an average of 44 hours above and 26 percent of the respondents reported having an earned doctorate.

In summary, most of the actual backgrounds of respondents to this study compare favorably with the backgrounds that are stated to be desirable.

The weakest areas appears to be in relation to meaningful occupational experience and teaching backgrounds that would strengthen their vocational education orientation.

An overall evaluation which considers the growing demand might conclude that the new two-year colleges are staffed with persons who generally meet the stated background requirements.

A similar study was done by Claude L. Gates[5] in 1964 and although differences in method and sample selection would negate a direct comparison, some similarities and changes that occur between the studies can be pointed out.

1. There appears to be little change in the ratio of males to females holding the position.
2. There appears to be little difference in the age of the respondents upon accepting the position other than the group in this study may be tw or three years older.
3. The number of those with doctoral degrees increased from 7.6 percent to 26 percent while those with a bachelor's degree as their highest degree dropped from 12.1 percent to 2 percent.
4. There was no meaningful change in the years or areas of teaching experience.
5. The 1964 study showed only 3 percent of the respondents having no administrative experience in the field of education, whereas those with no educational administrative experience represented 15 percent in this study.

6. There was a change in the percentage of those without occupational experience from 10.6 percent in the 1964 study to 19 percent in the present study. The industrial areas represented the main area of occupational experience in both studies.

PROFILE OF AN OCCUPATIONAL EDUCATION DIRECTOR IN A NEW TWO-YEAR COLLEGE

Realizing that there is no "typical" or average" person, a background profile can still be of interest to those who are concerned with the selection or study of occupational education directors in two-year colleges.

Typical characteristics of the beginning occupational education director are:

1. male
2. five years of occupational experience outside the field of education usually in industrial areas.
3. four years of administrative experience in education at the secondary or two-year college level.
4. seven years of occupationally oriented teaching experience at the secondary or two-year college level.
5. a bachelor's degree in business or industrial education, a master's degree in educational administration, and 44 credit hours above the masters in vocational education or guidance and counseling.
6. employment by a two-year college prior to accepting the position of occupational education director.
7. well enough known in educational circles to be contacted by the institution or located the job opening on his own.
8. mobile enough to move 500 miles to accept the position.
9. interested in earning $12,000 per year and up.

APPENDIX F

BACKGROUND REPORT

1. PERSONAL CHARACTERISTICS:

   Male_____; Female_____; Age_____.

2. OCCUPATIONAL EXPERIENCE:

   Total years _____; Field or Fields _____

3. EDUCATIONAL ADMINISTRATIVE EXPERIENCE:

   Total years prior to present position _____.

   Areas: Elementary _____ College or University ____
   Secondary _____ Other ____
   2 yr. College ____

4. EDUCATIONAL TEACHING EXPERIENCE:

   Total years prior to present position ____
   Subject or Subject Areas _____

5. FORMAL EDUCATION:

   Check degrees completed to present position:

   _____Bachelors; Major _____

   _____Masters; Major _____

   _____Doctorate; Major _____

   Number of additional hours completed prior to present position _____;

   Major or Area _____

6. What position did you hold prior to present position?

   _____

7. How did you find out about the position you now hold?

   _____

   _____

8. How long have you held your present position? ____years.

9. Did you move to accept your present position? ___How far?___

10. The starting salary for this position was:

    _____8,000 to 10,000; ____10,000 to 12,000;

    ____12,000 to 14,000; ____14,000 to 16,000;

    ____16,000 to 18,000; ____Above 18,000

APPENDIX B

ITEM 1

Respondent	M	F	Adjusted Age
1	x		35-4=31
2	x		60-3=57
3	x		---
4	x		40-6=34
5	x		46-1=45
6	x		49-4=45
7	x		37-1=36
8	x		43-5=38
9	x		-6
10	x		35-1 1/2=33 1/2
11	x		47-4=43
12	x		42-2=40
13	x		-1 1/2
14	x		59-4=55
15	x		46-4=42
16	x		-3
17	x		52-1/4=51 3/4
18	x		54-1=53
19	x		42-1=41
20		x	45-5=40
21	x		37-1/3=36 2/3
22	x		-2 1/2
23	x		-3
24	x		---
25	x		55-2=53
26	x		46-1/3=
27	x		-1
28	x		48-1=47
29	x		33-1=32
30	x		44-3=41
31	x		44-2 1/2=41 1/2
32	x		47-1/3=46 2/3
33	x		38-2=36
34	x		-2
35	x		33-3=30
36	x		45-4=41
37		x	39-1/3=38 2/3
38	x		-0
39	x		35-2=33
40	x		-1/2
41	x		45-1/2=44 1/2
42	x		42-1/2=41 1/2
43	x		47-1=46
44		x	50-3=47
45	x		42-2=40
46	x		55-4=51
47	x		-3

ITEM 2

Respondent	Total Years	Field
1	3	Drafting
2	6	Machine tool
3	0	---
4	12	Indust. Mgt.
5	8	Construction
6	10	Industrial-Distributive
7	13	---
8	5	Industrial Personnel & Train.
9	12	Industrial & Distributive
10	6	Drafting
11	5	Machinist & Building Trader
12	5	Tech. Ed., Train. & sales
13	2	Weather Forcaster
14	5	Engineering & Construction
15	--	--
16	3	Agriculture
17	3	Mech. Eng.
18	2	Agriculture
19	0	---
20	0	---
21	0	---
22	0	---
23	3	Personnel Work
24	12	Management & Sales
25	10	Marketing
26	14	Industrial
27	3	Industrial
28	12	(Health) Occupations Therapy
29	0	---
30	0	---
31	9	Industrial
32	5	Personnel
33	2	Business
34	5	1 yr. constr. 4 yr. Business
35	0	---
36	3	Aircraft Instor. Repair
37	13	Labor Relations & Gov.
38	4	Mechanics
39	3	Engineering
40	12	Bus. Mgn. & Sales
41	5	Agriculture
42	8	Banking - Indust.
43	8	Mgn. - Bus.
44	7	Business
45	6	Industrial
46	5	Industrial
47	22	Agriculture

ITEM 3

Respondent	Admin. Exp.	Area*
1	0	--
2	18	3-4-Government
3	2 1/2	3-4
4	11	1-2-3
5	14	2
6	13	3-Adult Vocational
7	12	3
8	8	3
9	6 1/2	1
10	6	3
11	24	2-3
12	6	3
13	0	-
14	32	1-2-3
15	16	3
16	3	2
17	8	3
18	0	-
19	6	2
20	4	2
21	10	1-4
22	7	2
23	18	1-2-3
24	4	2
25	2	3
26	12	3
27	2	2
28	0	-
29	2	2-3
30	4	2-3
31	2	4
32	20	3-4
33	3	4
34	6	2
35	0	-
36	6	Adult Ed. Dir.
37	0	-
38	5	2
39	3	3
40	1	3
41	3	2
42	2	4 & State Super.
43	0	-
44	5	State Dept. of Ed.
45	4	3-4-Other
46	15	4-Dept. Chair.
47	10	1-2

*Areas: Elementary = 1
Secondary = 2
2 yr College = 3
College or University = 4
Other --

ITEM 4

Respondent	Teaching Exp.	Subject	Respondent	Teaching Exp.	Subject
1	9	Indust. Ed.	25	14	Bus. Ed.
2	12	Machine tool	26	2	I.A.
3	10	Elementary	27	16	Indust. Mgt.
4	6	Bus.,Math, Psychology	28	10	Health
			29	5	Bus. Ed.
5	18	Tech.-Voc. - Indust. Arts	30	11	Phys.Ed, Soc. Studies,Math, Speech
6	0	--			
7	12	Hist.-Counseling	31	8	Indust. Bus. Admin.
8	7	Math,statistics, Psychology	32	15	Psych.-English
9	6	Math,Science & Elem. School	33	10	Bus. Ed.
			34	9	I.A. - T & I
10	6	Drafting & Design	35	8	Science
11	16	Ind. Education	36	17	T & I
12	13	English & Tech. Writing	37	0	--
			38	10	T & I
13	6	Math,chemistry, physics	39	10	Engineering
			40	6	Bus.Ed. & D.E.
14	36	Math,Physics, Phy.Ed.,Ind.Arts.	41	20	Voc. Agric.
15	21	Social Science	42	11	Hist. - S.S.
16	19	Voc. Agriculture	43	14	Voc. Agric.
17	14	Math -Physics	44	20	Bus. Ed.
18	25	Voc.Agri.- English Speech	45	9	Science
			46	24	Science & Math
19	9	Indust. Arts	47	8	Agriculture
20	19	Business Educ.			
21	12	Soc. Studies - Teacher Ed.			
22	7	Bus. Ed.			
23	3	Bus. Ed.			
24	4	D.E.			

ITEM 5

Respondent	Under-Grad. Major	Master Major	Doctoral Major
	(+ hours convert to quarter hours)- Areas		
1	Indus. Ed.	Indus. Ed.	Curriculum
	0		
2	Indus. Ed.	Indus. Ed.	
	0		
3	Elem. Ed.	Ed. Admin.	
	29	Comm. College Admin.	
4	Bus. Ed.	G & C	
	0		
5	--	Indus. Ed.	
	42	Tech. Ed.	
6	Phy. Ed.	Voc. Admin.	Ed. Admin.
	54	Voc. & Admin.	
7	History	History	
	34	History & Admin.	
8	Psycho.	G & C	Indus. Ed.
	0		
9	Math-Science Ed.	G & C	Higher Ed.
	9	Voc. Ed.	
10	T & I Ed.	T & I Ed.	---
	20	Voc. Ed.	
11	Indus. Ed.	Voc. Ed.	
	13	Voc. Ed.	
12	Navel Science	English	English Ed.
	0		
13	Math. Ed.	Science Ed.	---
	0		
14	Math & I.A.	AD & Sup.	AD & Sup.
	100	Admin. & Super.	
15	Political Science	History	Higher Education
	0		

Item 5 (Cont.)

Respondent	Under-Grad.	Master Major	Doctoral Major
16	Agri. Ed.	Agri.Ed.	---
	27 Voc. Ed.		
17	Mech. Eng.	Ed. Admin.	
	36 Eng. & Admin.		
18	Agri. Ed.	Agri. Ed.	
	15 Agri. & Gen. Academic		
19	Indus. Arts	Admin.	
	6 Guidance		
20	B.A.-Math B.S.-Bus. Ed.	Bus. Ed.	
	90 Admin, Curriculum		
21	S. Studies	Admin.	
	30 G & C		
22	Bus. Ed. 0	Bus. Ed.	Bus.Admin. & Econ.
23	Business	Ed. Admin.	
	38 Higher Education & C.C.		
24	Business	Ed. Admin.	Spec.- Voc. & Adult Education
	30 Voc. Education		
25	Marketing 0	D.E.	
26	Indus. Arts 0	I.A. & Voc. Ed.	
27	Indust. Ed.	Ind. Ed. & Ed. Admin.	---
	16 Indus. Egnineering		
28	Occupational Therapy		
29	Bus. Admin.	Personnel & Ind. Rel.	
	25 G & C		
30	Phys. Ed.	Education	
	60 Education		

Item 5 (Cont.)

Respond-ent	Under-Grad. Major	Master Major	Doctoral Major
31	B.A.-History - B.S.-Psychology	MED- Education MBA- Personnel Ad.	
	15	Higher Ed.	
32	English	G & C	
	90	Higher Ed.	
33	Accounting	Ed. Admin.	
	68	Bus. Education	
34	Indus. Arts	Educ. Admin.	
	176	Ed. Ad. & Voc. Educ.	
35	Biology	Biochemistry	
	70	Educ. Admin.	
36	Indus. Ed.	Indus. Ed.	
	30	Educ. Admin.	
37	Econ.	G & C	
	0		
38	Ind. Arts	Ind. Tech.	Adult Education
	0		
39	Mech. Engin.	Mech. Engin.	
	60	Engineering	
40	Bus. Admin.	Bus. Admin.	
	10	Bus. Management	
41	Agri. Ed.	Ed. Admin.	
	32	Educ. Admin.	
42	History	Soc. Stud.	Ad. Higher Educ.
	0		
43	Econ.	Agri. Ed.	
44	Business	Business	
	100	Junior College Admin.	
45	Zoology	Ed. Admin.	Higher Educ.
	0		
46	Science & Math	Voc.-Tech. Ed.	
	45	Admin.	
47	Agri.	Agri. Ed.	Agri.Ed. & Educ. Admin.
	0		

ITEM 6

Respondent	Prior Position
1	Supervisor Elem.Sch.
2	Regional Rep.U.S.O.E.
3	Dir. of Placement in Com. College
4	Counselor
5	Department Chairman
6	County Sup. of Adult D.E.
7	Ass't. Dean Com. Col.
8	" " Tech. Inst.
9	Elem. School Prin.
10	Dept.Chair.-Tech.Ed.
11	Director of Voc-Tech.= Junior Col.
12	Dept. Chairman - Language Arts
13	Dept. Chairman - Physics
14	Supt. of Schools
15	Dean of Evening Sch.
16	Voc. Ed. Dir.= H.S.
17	Admin. Assistant - C.C.
18	Dept. Chair. - English
19	Ass't Supt.- Student Per. - H.S.
20	H.S. Instructor
21	Acting Dean -Educ.
22	Bus. Mgn. - H.S.
23	Dean of 2 yr Col.
24	D.E. Coord. H.S.
25	Dept. Chair.-Bus. Ed.
26	Dean of 2 yr. Col.
27	Assist. Prof.- Indus. Eng. - 4 yr. Univ.
28	Occupational Therapist- Univ. Hospital
29	Ass't Prof.- Bus. Ed. 2 yr. College
30	Ass't Dean of Instruct. 2 Yr. College
31	Coordinator of Univ. Extension - 4 Yr.Col.
32	Director of Bus. Affairs- 2 Yr. Col.
33	Instruct. - Bus. Ed. 2 Yr. Col.
34	Direct. of Indus. Ed. H.S.
35	Instruct.- Science 2 Yr. Col.
36	Coor.of Adult Ed.& Dept.Chair. I.A. H.S.
37	Deputy Dir.-Poverty Program
38	Grad. Stud.-Part-time Research
39	Dept. Chair.-Engin. 2 Yr. College
40	Dept. Chair.-Bus. Ed. 2 Yr. College
41	Ass't Supt. - H.S.
42	State Ed.Dept. Spec. Facilities Planning
43	Instructor - Vo.AG.-H.S.
44	Instructor - 4 Yr. Univ.
45	Assoc. Dean-Occ. Ed. 2 Yr. Col.
46	Instructor & Dept. Chair. 4 Yr. Univ.
47	Ass't Super.- H.S.

ITEM 7

Respondent	How Did You Find Out About this Job?	Respondent	How Did You Find Out About this Job?
1	Cont. by Instructor	26	Inst. Advertising
22	" " "	27	Personal Contact
3	Already Empl. by Inst.	28	Cont. By Instructor
4	Col. Placement Bur.	29	Already Emp. by Inst.
5	Cont. by Instructor	30	" " " "
6	" " "	31	Personal Contact
7	Personal Contact	32	Inst. Advertising
8	Inst. Advertising	33	Already Emp. by Inst.
9	Cont. by Instructor	34	Cont. by Instructor
10	Personal Contact	35	Inst. Advertising
11	Cont. by Instructor	36	Educ. Placement Agency
12	" " "	37	Already Emp. by Inst.
13	Already Emp. by Inst.	38	Personal Contact
14	Personal Contact	39	" "
15	Cont. by Instructor	40	Already Emp. by Inst.
16	" " "	41	Cont. by Instructor
17	Personal Contact	42	Personal Contact - A.A.J.L. Convention
18	Already Emp. by Inst.	43	Personal Contact
19	Personal Contact	44	Cont. by Instructor
20	Already Emp. by Inst.	45	" " "
21	Personal Contact	46	" " "
22	Already Emp. by Inst.	47	Personal Contact
23	Personal Contact		
24	Already Emp. by Inst.		
25	Cont. by Instructor		

ITEM 9

Respondent	Move yes	Move no	Miles	Respondent	Move yes	Move no	Miles
1	X		70	26	X		800
2	X		1200	27	X		1600
3		X		28	X		200
4	X		450	29		X	
5		X		30		X	
6	X		50	31	X		100
7	X		3400	32	X		110
8	X		160	33		X	
9		X		34		X	
10	X		1400	35		X	
11	X		150	36	X		18
12	X		300	37		X	
13		X		38	X		1200
14		X		39	X		800
15	X		200	40		X	
16	X		15	41	X		23
17	X		150	42	X		350
18		X		43		X	
19	X		850	44		X	
20		X		45	X		300
21	X		300	46	X		75
22		X		47	X		180
23	X		100				
24	X		70				
25		X					

ITEM 10

Respondent	8-10	10-12	12-14	14-16	16-18	up
1	X					
2		x			X	
3		X				
4	X					
5					X	
6				X		
7				X		
8				X		
9		X				
10		X				
11			X			
12					X	
13	X					
14			X			
15					X	
16		X				
17					X	
18			X			
19		X				
20		X				
21				X		
22			X			
23					X	
24			X			
25				X		
26						X
27					X	
28			X			
29			X			
30					X	
31			X			
32					X	
33			X			
34						X
35						X
36					X	
37			X			
38					X	
39						X
40					X	
41					X	
42						X
43			X			
44					X	
45					X	
46					X	
47			X			

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4. Harris, Norman C. "Societal and Technological Trends," Technical Education in the Junior College/ New Programs for New Jobs. Washington, D. C.: American Association of Junior Colleges, 1964.

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